

ECHO ECHO ECHO ECHO



Tony Vulaj pushes Colleen down a ramp toward a lift that will transport her out of the basement to her bus.

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for the past two years. She is also on the staff of the Gabriel, Nazareth's newspaper; the literary magazine, Spectrum; and the Nazareth yearbook, Lanthorn.

Colleen's activities do not end with the school bell. She belongs to youth groups at her parish, St. Joseph's in Penfield, and at the Spina Bifida Association. During the past two summers, she has worked as a candy striper at St. Mary's Hospital, and currently works as a receptionist at St. Joseph's rectory on Sundays and some afternoons.

But, Colleen recalls, her life was not always so active. At her elementary school, St. Thomas More, Colleen always felt left out. She says she could only watch rather than participate. But when she got to Nazareth, everything changed. Colleen says that people at Nazareth like her for herself and are interested in her needs and do not consider her an inconvenience.

Perhaps as a result of the attitude at Nazareth, Colleen does not consider herself to be much different from her peers. "I do have some physical restrictions, but for the most part, I'm just like any other 18-year-old," she says.

Even though Colleen doesn't see herself as set apart from her peers, she has had at least one experience that her classmates cannot claim. At the age of two and one-half, Colleen and her parents traveled to Lourdes, France, to obtain a special blessing. The family proceeded to Rome where they attended an audience with Pope Paul VI. During the audience, the pope picked Colleen up, kissed her, and gave her parents a special medallion.

After high school, Colleen plans to attend college and eventually enter the field of business. Her long-term plans center around becoming fully independent. Her parents' expectations for her are the same as those they have for her brothers and sisters: "a healthy, happy life with many blessings and much laughter."

Equal Time

How do you feel about New York state raising the drinking age from 19 to 21 years of age?

Jennifer Compitello
Senior

The fatality rate in drinking and driving accidents may go down, but there is still going to be a problem with young adults. I think raising the drinking age is the first step, but much stricter laws must be enforced. There is a problem, though, that some teens may rebel and go out drinking despite the law.



Maureen Brennan
Junior

It's good that they raised the drinking age. Teenagers will still be able to get the alcohol, but at least it will be harder. There were too many accidents because of alcohol, so they should be tougher on drinking and driving for all ages. It's going to be hard on responsible teens, but the older drinking age is better than taking chances on others' lives.



Gerette Gordon
Senior

I think the new drinking age is a pretty good idea, but unfortunately, I don't think it's going to do much good. If someone wants alcohol, they're going to get it. I know people that have been drinking since seventh grade. They just get it from their parents or older people, and that is always going to happen. One good idea from all this is that a lot of the clubs have started juice bars and under-21 rooms.



Roma Graves
Sophomore

They shouldn't have raised the drinking age because it's just promoting it more, like prohibition did. What they should have done was to get tougher on the drinking and driving laws, for the problem affects everyone, not just teens.



Speaking Out

By Marilou Halstead
Bishop Kearney

After starting the year out rather enthusiastically, many students have already tired of school and its many demands. The days until the next day off/vacation are anxiously counted, and a disease-like dread of homework begins to infect the student body. What causes the excitement to vanish? Why have the students' optimistic outlooks been lost to an attitude of "Let's get this over with"?

For certain students the answer is an overwhelming attack of anxiety that they are inexperienced in handling. High school teenagers today — particularly those in their junior and senior years — are faced with a dilemma few can avoid: the price of being "well-rounded."

During the high school years, a student pursuing a career requiring a

higher education is expected to do several things: obtain a certain amount of academic knowledge; participate in various extra-curricular activities; and, if time permits, work a part-time job. It is ironic, however, that all these things are to be done at the same time, because eventually each seems to demand one's full attention. But still, the student must be involved in order to be considered a well-rounded student — a quality college's desire.

Throughout the years it has been taught that doing well in school should be one's main concern from September to June. It is true in one respect, for colleges invariably look at scholastic achievements, test scores, etc., when considering applications. Sometime during grammar school, however, one realizes that there is more to life than books. Hence, a struggle between school

and free time begins.

In high school a "well-rounded" student's free time is spent participating in school activities such as sports or clubs. One may get heavily involved and find himself in a position in which budgeting his valuable time is essential. He may find, however, that some extra-curricular activities become more than free-time involvements; temporal demands become excessive, requiring the same amount (or more) time than a part-time job.

The myriad of contributors to the ever-building pressure eventually results in a "Catch-22" for the student: he needs to do well academically and to be involved in school activities to ensure enrollment at a notable college.

The pressure of being involved in everything is only half of the problem; the "well-rounded" student is also expected to achieve. Besides his own expectations and criticisms, the student must deal with the attitudes of others, particularly those in authority over him,

such as teacher, moderators and managers. Each believes that his activity is more important than another; he often times penalizes the student when it is learned that the student does not think as he does. These difficulties can be seen when a conflict in schedules arises. Having to make a decision can put a student into double jeopardy or at best a "no-win" situation with authorities in those organizations.

In the end the student must realize that it takes time and practice in learning how to deal with such dilemmas. He will be forced to make continual evaluations of his priorities and will forever be sacrificing one thing for another. In making these decisions, he must budget his time accordingly. The delicate balance between school, activities and the job he hopes to achieve will need his constant attention. And, if he wants to be considered "well-rounded," it will take quite a bit of steady nerves, hard work, and especially the faith that someday it will all be worth it.



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This weeks question:

Who's the woman who has had the most #1 soul hits in the history of the soul charts?

A:

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